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ABSTRACT

Current research dealing with selected aspects of migrant education is condensed into two fact sheets and six mini reviews which should be of special interest to migrant program administrators and teachers. Four important areas are emphasized in each fact sheet and mini review: legislation that has been enacted concerning migrants, a statement of the problems that have been addressed, projects and programs that have been successful in solving these problems, and names and addresses of resource persons from whom further information and suggested procedures for organizing and implementing these programs can be obtained. The fact sheets answer questions concerning parent involvement and migrant education and interstate programs for migrant workers. The mini reviews summarize the research on early childhood and day care, the migrant child and reading instruction, migrant education and mathematics, oral/verbal skills, secondary education for migrant students, and an evaluation of the migrant program. A list of references cited is also included in each fact sheet and mini review. (CM)

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MIGRANT EDUCATION
FACT SHEETS AND MINI REVIEWS

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MIGRANT EDUCATION

FACT SHEET - 03

PARENT INVOLVEMENT AND MIGRANT EDUCATION

WHAT ARE THE BASIC REQUIREMENTS OF ESEA TITLE I, MIGRANT AMENDMENT?

The United States Commissioner of Education, under Public Law 91-230, adopted a policy requiring parental participation in any federally funded educational program. On October 14, 1971, the Federal Register announced new regulations requiring each local education agency sponsoring Title I funded programs to establish a district-wide parent advisory council. The regulations state that the parents must help develop, operate, and evaluate Title I Migrant programs. A majority of the council members must be parents of children who were, are being, or will be served by these programs.

WHAT ARE THE PURPOSES OF SETTING UP PARENT ADVISORY COUNCILS?

Better communications between the home and the school and involvement of parents in the education of their children are the major goals of the program. Because the attitudes of his parents toward school and learning are reflected in the child's attitude, it is important that the parents have positive attitudes. Parent participation in the education of their children, both pre-school age and school age, should help create a more positive attitude toward schooling in both parents and children. An effective Parent Advisory Committee can bring the home and the school together so that the child's formal education is in harmony with and enhanced by his home environment.

WHAT DIFFICULTIES MAY BE ENCOUNTERED IN INVOLVING MIGRANT PARENTS WITH THE EDUCATION OF THEIR CHILDREN?

Migrant parents may be reluctant to approach administrators and school personnel because of differences in culture, educational level, language skills, and economic status.

Because most migrants are members of a minority ethnic group (85% of the migrant population are of Mexican American ancestry), their cultural values are often at variance with the "accepted" values of the dominent culture. Migrants tend to be "present"-time oriented and passive rather than goal oriented and aggressive. (Orr, et.al. - ED 039 049)

The average adult educational level is about fifth grade. Many migrants have only a speaking knowledge of English or no knowledge of English at all. It is not uncommon to find those who neither read nor write either English or Spanish (Tenney - ED 039 049)

HOW CAN WE RESOLVE THESE DIFFICULTIES?

In addition to training parents in techniques for participation in the educational activities of their children, the community involvement program should offer parents an opportunity to develop and improve their own abilities, skills and talents. Because the migrants' lack of language skills is probably the most pronounced deterrent to their socio-economic advancement, it is vital that each person be taught to communicate orally so that he does not need an interpreter. The adult education curriculum should also include reading, writing, and whatever skill training the migrant parents desire.

WHAT TYPE OF TRAINING WILL ENABLE PARENTS TO HELP THEIR PRE-SCHOOL AGE CHILDREN?

Migrant parents should be encouraged to attend school programs and home program activities where simple, motivational, educational lessons for use in English and/or Spanish will be demonstrated, perhaps by role playing. Parent involvement activities should help parents develop the ability to use learning materials and structured experiences with their young children. They also should be encouraged to converse with their children (TMEDC - ED 086 391)

HOW CAN PARENTS BECOME INVOLVED WITH THE EDUCATION OF THEIR SCHOOL-AGE CHILDREN?

Parents should be encouraged to participate in classroom and school activities and in classroom observation. Participation as a volunteer aide can build the parent's self-image and reduce his feelings of alienation from the school. It also enables him to render a valuable service to the students and teachers. Training of parents who will serve as volunteer aides should be simple and non-theoretical. Emphasis should be on what is to be done rather that on why it is to be done. (TMEDC - ED 086 391)

IS THERE ANY MATERIAL AVAILABLE OUTLINING PROCEDURES FOR ORGANIZING AND IMPLEMENTING PARENT ADVISORY COUNCILS?

Yes. The following publications may prove helpful.

ED 067 201
Click, James O.
Handbook for Washington State School District Migrant Education Advisory Councils, 1972

This handbook may help parents of migrant children to understand their role on the Title I Migrant Parents Advisory Council. Of interest to administrators are descriptions of the role and operation of advisory councils and suggestions for training advisory council members.

ED 086 391
Texas Migrant Educational Development Center
Handbook for a Parent-School-Community Involvement Program

Among the helpful items included in this handbook are many suggestions and models for fostering parent involvement in the education of their children and suggested evaluation forms.

Available from Southwest Educational Development Lab, 211 E. Seventh St., Austin, Texas 78701

Migrant Education Section - North Carolina Department of Public Instruction
Migrant Education State and Local Parent Advisory Committees - A Partnership in Migrant Education

Especially useful sections of the booklet include: a copy of the Title I regulations dealing with parent advisory councils; a sample of a Parent Advisory Committee Constitution and By-Laws; specific suggestions for getting parents involved in planning and operation of migrant education programs and projects.

Available from Robert Youngblood, Co-ordinator of Migrant Education, North Carolina Department of Public Instruction, Raleigh, North Carolina

ED 114 239
Minkler, Elton D.
Parent Councils for Migrant Education Under ESEA Title I Migrant Amendment

Guidelines and regulations governing parental and community involvement in planning and administering Title I Migrant programs are explained, and procedures for organizing parent advisory councils are outlined.

WHERE CAN I OBTAIN THESE BOOKLETS AND HANDBOOKS?

For the ERIC microfiche location closest to you, write or call:

ERIC/Cress
Box 3-AP
New Mexico State University
Las Cruces, N.M. 88003
(505) 646-2623

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Arlington, Virginia 22210

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MIGRANT EDUCATION

FACT SHEET - 04

INTERSTATE PROGRAMS FOR MIGRANT WORKERS

ARE INTERSTATE PROGRAMS PROVIDED FOR MIGRANTS?

In the past fifteen years, several interstate programs have developed for migrant workers and their children. Many of these programs developed to provide educational services for the children of the traveling worker, for migrant high school dropouts, and for migrant high school graduates. Other programs developed to provide health and employment services.

WHO IS SERVED BY THE INTERSTATE PROGRAMS FOR MIGRANTS?

The interstate programs serve migrants who are defined, according to the Office of Education, as "those persons who have moved from one school district to another in the same state or to one in another state for the purpose of finding temporary or seasonal employment in one or more agricultural activities." These activities are related to soil preparation, crop production, fishing occupations, and the storage, curing, canning, and freezing of crops (3). Many of the migrants are descendants of ex-slaves who left the South after the Civil War. These descendants travel to North and Eastern Seaboard for the cabbage, tomato, and apple harvests and to Florida for the orange and grapefruit harvests. Many other migrants include Indians, Puerto Ricans, Chicanos, and Whites. The Chicanos, who are descendants of braceros and greencarders from Mexico, travel seasonally from the Southwest and California to Oregon, Washington, North Dakota, Wisconsin, Michigan and New York (2).

According to a 1976 USDA survey, migrants number 213,000 (122,000 Whites, 77,000 Hispanics, and 15,000 Blacks and other races) (4). If not for present interstate programs, these migrants would face insurmountable problems in education, health care, and employment. Nearly 90% of the migrant school children would drop out of high school because they would have difficulty accumulating enough credit to finish high school. Migrant children would continue to be neglected by principals and teachers in northern and eastern schools. Migrants would continue to be underfed and to suffer from malnutrition, ringworm, and impetigo. Migrants would continue to be exploited by employers. But interstate programs developed to assist the migrant in these areas.

WHAT PROGRAMS ASSIST THE MIGRANT IN EDUCATION?

Help for migrants in education came in 1966 when the Migrant Amendment was added to the 1965 Title I Elementary and Secondary Education Act. Many local, state, interstate and national programs developed. Some of the programs that developed among the states are described below.

The **Mobile Head Start Program** began in 1969 in Colorado, was transferred to Michigan, and then moved to Texas as part of the Texas Migrant Council. The Texas-centered program developed 19 centers for winter seasons in the Rio Grande Valley and Wintergarden areas and 26 centers for summer seasons in northern states. The program's staff of teachers, aides, cooks, and drivers and the program's equipment travel to the communities where workers stop. The program is for pre-school children and uses a bilingual and bicultural curriculum (7).

The **Interstate Migrant Education Project** developed to improve cooperative effort between the Education Commission of the States and state programs. The purpose of the project is to provide services to improve a migrant child's chances for a basic education. The project provides bilingual educational services, early childhood education, teacher training, school credit exchange services, and health care services. One of the best results of the work of the Migrant Coordinators of the States is the development of the **Migrant Student Record Transfer System** [4].

A migrant student, who spends four to six months away from a home base, misses 1/3 of a school year. Usually no cumulative file was available on the student at a new school. The lack of a file meant that the student had to be tested in the new school to determine his or her skills before the student could be placed in the school. Usually no continuity was provided in the student's education until the Migrant Coordinators drafted a standardized form for migrant students and set it up in a computerized system with the help of Title I funds. Presently, 48 states use the system, which provides information on a student in just a matter of hours. When a student enrolls at a new school, the school officials contact the Central Data Bank in Little Rock, Arkansas, for an updated record on the child's education. The computer responds with the student's ID number, math and reading levels, and health status. School officials are thus able to rapidly place the student in the right class and to provide educational continuity.(1).

In addition, criterion-referenced reading tests are set up in 42 Interstate Migrant Education Programs. The tests are used for diagnostic purposes (6). And the National Migrant Education Program has a Math Skills Information System to provide teachers with information on the skills of migrant students (1). Such information also provides continuity of education for the migrant student.

Other programs in education have developed among the states. The **Interstate Cooperation Program** of the Texas Child Migrant Program was begun in 1966 and now includes 20 states. The Program employs teachers with experience in teaching Texas migrants. The teachers travel to the 20 states and instruct teachers about language and culture of Mexican-American children (2).

Begun in 1970 by a second grade teacher (Georgia Harter), the **Texas-Washington Secondary Credit Exchange Program** developed cooperation between Texas and Washington State Migrant Education Centers. The program enrolls students in night classes to prevent high school dropouts, correlates a student's high school schedule with that of the student's home base school, and transfers credits to the home base high school so that the student may accumulate enough credits to graduate from high school (5).

A **High School Equivalency Program** (HEP) was organized in 1967 for dropouts between the ages of 17 to 24. Sponsored by the US Department of Labor, HEP assists students in passing the General Education Development Examination and in finding employment, vocational training programs, or college education. For migrants who are dropouts, US residents, unmarried, and poverty stricken, HEP provides free room and board, some spending money, and access to a school campus. The program schedules six 55-minute classes each day with 10 students in each class. Thus, the students receive much individual help in preparing for the GED tests. Instruction is provided in English, library materials, social sciences, natural sciences, and math. Job preparation instruction is also given (2).

The **College Assistance Migrant Program** was developed to assist farmworkers in obtaining post-high school education. Set up like the HEP program, the program helps students who want to continue their education beyond high school. The program also allows students to live on a college campus and to receive counseling in college programs.

WHAT PROGRAMS ASSIST THE MIGRANT IN HEALTH CARE AND EMPLOYMENT?

The **Interstate Head Start Relocation Service** provides social services to migrants traveling from one state to another. The service uses a paraprofessional who has a migrant background and who can relocate from a home base to northern work locations. The paraprofessional begins new social services, adjusts present ones, builds a compreshensive service for a whole family, and provides a liaison service to communities. He or she also gets school age children to schools, provides surplus food to families in rainy spells, and gets doctor's services for families. (7).

As part of the Migrant Health Act. (87-692), the **Migrant Worker Program**, which was created in 1971 by the US Department of Labor, helps farm workers secure full-time employment. And the **National Migrant Information Exchange System** provides "locator" information on migrants. The system enables individuals and state and school agencies to locate migrants for health care and employment (7).

WHAT ARE THE ADDRESSES OF THESE PROGRAMS?

Division of Migrant Education
Office of Compensatory Educational Programs
Bureau of Elementary and Secondary Education
U.S.Office of Education
400 Maryland Avenue,S.W.
(FOB-6, Room 2031)
Washington, D.C. 20202

High School Equivalency Program
Migrant Division
US Department of Labor
601 D Street, N.W., Room 314
Washington, D.C. 20213

Interstate Migrant Education Project
Education Commission of the States
1860 Lincoln St., Suite 300
Denver, Colorado 80295

Indian and Migrant Programs Div.
US Office of Child Development
P.O.Box 1182
Washington, D.C. 20013

Migrant Student Record Transfer System
Arch Ford Education Building
Little Rock, Arkansas 72201

Migrant Programs Branch
US Office of Education
7th & D Streets, S.W.
Washington, D.C. 20202

National Comm.on the Education
of Migrant Children
146 East 32nd Street
New York, N.Y. 10016

Mobile Head Start
Program
Texas Migrant Council Inc.
2200 Santa Ursula
Laredo, Texas 78040

Texas Child Migrant
Program
Texas Education Agency
201 East 11th St.
Austin, Texas 78040

REFERENCES CITED

1. De La Rosa, Raul, and Eugene Hackett. **National Migrant Educational Program Math Skills Information System.** 1979. ERIC ED 164227.
2. Mattera, Gloria, and Eric M. Steel. **Exemplary Programs for Migrant Children.** 1974. ERIC ED 092278.
3. Office of Education (OE). **Interstate Migrant Education Task Force. First Interim Report.** Education Commission of the States Report No.111. 1977. ERIC ED 153747.
4. Office of Education (OE.) **Interstate Migrant Education Task Force. Third Interim Report.** Education Commission of the States Report No. 127. 1979. ERIC ED 170106.
5. Office of Education (OE. **Night School for Secondary Migrant Students.** 1974. ERIC ED 115442.
6. Sciara, Frank J. **Determining the Effectiveness of the Continued Use of Criterion-Referenced Reading Tests in the Inter-State Cooperation of Migrant Education Programs. A Pilot Study.** 1974. ERIC ED 096071.
7. Texas Migrant Council. **Interstate Migrant Human Development Project.** 1972. ERIC ED 097107.

Articles cited by ED number can be obtained from your nearest Eric Microfiche collection. For further information, contact ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (505) 646-2623.

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MIGRANT EDUCATION

Mini Review - 05

EARLY EDUCATION AND DAY CARE FOR THE YOUNG MIGRANT CHILD

Research has shown that the first four to five years of a child's life is not only the period of most rapid growth in physical and mental characteristics, but also the time of greatest susceptability to environmental influences. Deprivation in these early years can be most dangerous in its effect. "Exposure to a wide variety of activities and of social and mental interactions with children and adults generally enhances a child's ability to learn. Few homes provide enough of these opportunities." (7, p. 74)

Although this excerpt from a report to the National Education Association describes the educational needs of all young children, it has particular poignancy when directed to the needs of young migrant children. For these children, deprivation is a way of life.

Patricia Chapman tells of this life style in the introduction to her paper "Migrant Early Childhood Education: An Overview":

"The migrant infant and preschooler usually does not have bed, clothes or toys that belong to him alone. He is not afforded the opportunity to become familiar with a particular environment that can be recognized as home . . . there tends to be little regularity in the daily routines of sleeping and eating and playing. This discontinuation affects every aspect of the young child's life including when and where and with whom he sleeps, with what and whom and where he plays; what he eats and the interval between feedings. The eating routines of preschool migrant children affect the child's very existence, often causing diarrhea, malnutrition and health problems that continue with the child into adulthood.

"The sense of discontinuance . . . is further reinforced by the even greater sense of not belonging experienced by his family, especially in user states. The migrant family is usually isolated from the host community by distance, migrant housing being located outside the village on back country roads, and often by cultural differences and language barriers. The family arrives in an unfamiliar village to occupy a previously unknown dwelling for an unspecified amount of time. They work at an occupation that is so affected by the weather and the changing market conditions that it is not possible to predict what their income may be for more than a week or two at the time.

"Poverty affects the children of migrant families as it does the children of poor families everywhere. There are insufficient amounts of food, inadequate dwellings, clothing that belonged to someone else first, toys with wheels and eyes and arms that are missing. More importantly, it affects the very core of the family's life style causing arguments, resulting in guilt on the part of parents who are unable to adequately provide for the family's basic needs and who never experience the joy of playing Santa Claus or Easter Bunny or fulfilling a child's hoped for wish. Further, families living in poverty generally have the least educational and occupational resources to assist them in making the wisest choices for better meeting their needs.

"These problems of poverty are complicated and exaggerated by the forced travel of the migrant family." (1, p. 3)

The Need for Care

It is difficult to estimate the exact number of migrant children in the United States, for their nomadic way of life precludes an accurate count. In 1974, however, there was estimated to be 75,000 migrant children under the age of six. (2, p. 5)

As seen by Chapman's narrative, the needs of these children are very great. Migrant infant mortality is 2½ times that of the national average. Because 80 percent of the mothers work, many young children must spend the work days waiting in dilapidated cars at the edge of a field or stay back at camp unattended or in the care of other children.

But migrant children need far more than simple day care; they need medical and nutritional services. They also need a rich variety of educational programs that will prepare them to enter school. Ninety percent of all migrant children never finish school; their average education level is the fourth or fifth grade.

To address all of these areas of needs requires a program that includes day care services *and* educational programs *and* medical care, *and* nutritional services.

To begin to deliver all of these services, however, requires consideration of such concerns as where to find the funds, where to house the facility, how large a staff to hire, how to involve the parents, and, finally, what to include in the program itself.

Funding Sources

Lack of funding apparently is not the most critical

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issue in setting up migrant programs, for in past years numerous federal programs have provided for early childhood services for migrants but relatively few of these programs were fully understood or utilized. In 1974, for example, only two percent of migrant children were benefitting from federal sources (2, p. 18). In the first three years of program operation under Title I of the Elementary and Secondary Education Act as amended for migrants, there was a total uncommitted balance of $4 million and unspent state program grant funds of about $11.2 million (2, p. 31).

In contrast to the substantial monies available from the government, state funding for migrant child care programs is generally considered to be a major problem (2, p. 31). Concern exists about the "extra cost" of providing special services to a relatively small proportion of the population, many of whom are not citizens of the state or part of the local communities. It is because of the special interstate and regional nature of migrant problems that the primary responsibility for program funding has been assumed by the federal government.

Federal funding for migrant child care programs comes from the following sources:

Social and Rehabilitative Services (HEW)

Title IV-A of the 1967 Social Security Act

Considered by many to be one of the best potential sources of funds for migrant child care, the Aid to Families with Dependent Children Section of the Social Security Act authorizes the federal government to meet state expenditures on a three to one matching basis for costs of social services, including day care. When funded under this source, the day care programs are administered by a state agency, usually the state welfare department (2, p. 18).

Some state and local groups have had difficulty in raising the required 25 percent matching share. Successful methods of meeting the matching requirements have included:

a. State Education Agency funding, in which a cooperative arrangement between the State welfare agency and the State department of education generated the matching share.
b. In-kind contributions, in which equipment, contributions, building space, etc., was considered as part of the 25% share generated locally.
c. Migrant camp rent collection, in which rent collected from a camp was remitted to the state and used to help fund child care centers at the migrant camps.
d. Private cash donations, in which private funds were raised by an independent group. (2, pp. 32-34)

Title XX of the Social Securities Act

Funds under this title are distributed at the discretion of the state who in turn provides matching funds.

Office of Child Development (HEW)

Head Start

Funded by the Office of Child Development of the HEW, Head Start has a special division for Migrant and Indian programs. These programs are bilingual and bicultural, open long hours, and accept infants (the usual Head Start age limit is four year olds). (2, p. 19)

Office of Education

Title I of the Elementary and Secondary Education Act

The aim of this program is to "identify and meet the specific educational needs of migrant children through remedial instruction, health, nutrition and psychological services, cultural development, and prevocational training and counseling."

While the state education agency is responsible for administering and operating state programs, private nonprofit agencies may become the administrators if the state does not provide services.

Title I funds are generally used for older children. These funds can, however, be applied to programs for five year olds and have in a few instances been used for children younger than five. Programs of this nature usually have had a strong educational component and were considered necessary to provide care for younger siblings so that older, school age children could participate (2, p. 20).

Work Study Programs

In Work Study programs students may work up to 15 hours a week as aides in migrant day care centers. Administered by the USOE, these programs provide 80 percent of the daily costs and the higher education institution or employing organization pays the remaining 20 percent (2, p. 20).

Department of Agriculture

Several programs administered by the U.S. Department of Agriculture provide meals and milk to youngsters of migrant families in child care programs. These include:

a. The Special Food Service Program for Children (Vanick Bill)
b. The Special Milk Program
c. The Commodity Distribution Program
d. Section 13 of the National School Lunch Act, as amended in 1968

Office of Surplus Property Utilization (HEW)

Federal surplus personal property can be allocated to state agencies which in turn can transfer it to eligible health and education applicants. Child care centers can qualify if they include an educational component (i.e. if they have qualified teachers). Authorized by the Federal Property and Administrative Services Act of 1949, the program is administered through the Office of Surplus Property Utilization in the Office of the Secretary of the Department of Health, Education and Welfare (2, p. 20).

Department of Labor

Rural Manpower Service

Child care can be included in "The Last Yellow Bus" program which seeks to help migrants settle out by developing marketable job skills for year-round,

stable employment (2, p. 21).

Title III (303) of the Comprehensive Employment and Training Act (CETA)

Funds are available for day care services for children whose parents are enrolled in CETA training programs (5, p. 6).

Public Service Careers

Migrant programs offering new careers and learning in the day care field can qualify for assistance under the Public Service Careers program which aims to help paraprofessionals break into public agency employment by restructuring career positions (2, p. 21).

Location of Facilities

In 1978 the Interstate Migrant Education Task Force reported that the most prevalent problem faced by migrant child care programs is in securing facilities that meet licensing requirements (5, p. 7). Space in public schools can be rented in the summer, but most working seasons extend into the fall and a program beginning in an empty school in the summer months would have to be moved when school opened in September.

"But more important, most public schools are not located near the migrant camps and — obviously — they cannot move when the workers do. Programs for young children are more effective and have greater participation if the children do not have to travel long distances. Parents can also be more widely involved" (2, p.12).

Churches and community facilities offer important alternatives. They may be better located and usually do not have the summer scheduling problem.

While state and local sanitation, fire and building codes will determine many of the specific physical requirements of the facility that will house a pre-school program, other qualities should also be sought:

a. The facility should be appealing and attractive to children.
b. It should be located near the homes of the children or the parents' place of employment.
c. It should be easily maintained by the staff; even the most attractive building can quickly become a burden if all equipment and supplies must be packed away every night to accommodate other groups using the building.
d. It should be adaptable to infant-related routines such as diapering and feeding. (1, p. 9)

One way of circumventing the problem of finding facilities locally is to have them travel right along with the migrant families, and a number of programs have utilized semi-mobile or fully mobile units for this purpose.

The Florida early training program locates semi-mobile units at or near migrant camps. While the units do not move on a daily or regular basis, they do follow the population for agricultural center shifts or migrant camp relocations. The Florida units are 12 feet by 15 feet and are self-contained, complete with kitchen facilities and lavatory units (2, p. 45).

Since 1969 the Texas Migrant Council has conducted a year-round program that serves migrant families at their home base in the Texas Rio Grande Valley and follows them in the summer to the northern labor camps. Fully mobile vans provide schools on wheels that carry with them teachers, books, health care and hot meals. Head Start facilities are also established in advance in local churches and other institutions.

Staff Considerations

A facility but houses the early childhood education program; the staff brings it to life.

According to Chapman, two issues must be considered when discussing staffing for a program:

a. Staff-child ratios
b. Staff competencies and requirements

Federal, state and local requirements will help determine the size of staff needed. Chapman recommends that staff ratios be similar to those outlined in Social Services Title XX regulations. These include:

a. one adult for each 10 children between four and five years old
b. one adult for each five children who are three years old
c. one adult for each four children who are under the age of three
d. one adult for each infant under the age of six weeks

Among the competencies staff members working with migrant children should have are: an ability to work in the program on a regular basis so that program continuity and affective adult-child relationships can be achieved; an understanding of the cultural heritage of the children enrolled in the center; and a knowledge of the native language of any bilingual children who may be enrolled (4, pp. 115-118).

Parent Involvement

"Parents, parental involvement and respect for the wishes and child rearing practices of the family are (vitally) important aspects of an early childhood program. Parents are the first and most important teachers and models of the child. It is never the right of the child care personnel to supplant the role of the parent but rather to supplement parents in their efforts and support them in their responsibilities." (3)

Supporting parents in these responsibilities and educating them in the areas essential to their children's development are part of the responsibilities of the early childhood education program. Chapman lists four areas of parental education that are always in need of reinforcement. These include:

A. Health
   1. Prenatal care
   2. Regular well-baby checkups
   3. Immunizations
   4. Health practices (bathing, shampooing, oral hygiene)
   5. Location of Health Clinics
   6. Applications for Medicaid cards
   7. Care of sick children
B. Nutrition

1. Nutrition requirements at various ages
2. Food preparation
3. Recipes for simple, nutritious foods
4. Food-buying practices

C. Child Development
1. Development of positive self concept
2. Development of affectuous parent-child relationships
3. Language development
4. Good toys that can be purchased inexpensively or made
5. Providing a safe play environment at home
6. Understanding of what good experiences for young children are

D. Assertiveness Education
1. Helping a parent feel good about himself
2. Helping a parent understand that his good feelings about himself can have a definite effect on the healthy development of his child (1, p. 21)

The long work day of migrants as well as parent hesitance in coming to the program facilities may make it difficult to get educational projects underway. Some of the methods found effective for teaching parents have included informal conference, inclusion of parents in classroom activities, home visits, inclusion of parents on advisory boards, and parent meetings. (4, pp. 64-69)

Program Implementation

Space in this small booklet does not permit detailed descriptions of all the types of educational components a program might contain. Besides, no specific program or programs can be prescribed, for the types of programs implemented will vary from area to area as the specific needs of the individual children and groups of children are met. "The face of a program will be affected by such factors as numbers and ages of children, specific working conditions of the family, and whether the program is located in a user state or a home base state." (1, p. 7)

Whatever form the program may take, it should always foster a sense of trust in people and in the environment, develop a positive, confident self concept in the child, and provide a variety of rich experiences that delight every sensory modality (1, p. 7).

The following reports might be helpful in planning specific activities in an early childhood program. All are available from ERIC in either microfiche or hard copy.

"A Handbook for Teachers of Three, Four and Five Year Old Migrant Children"; Florida State Department of Education, Tallahassee, Migratory Child Division, August, 1975. ED 141-001

"Early Childhood Objectives for Five Year Old Migrant Children"; Florida Migratory Child Compensatory Program, Florida State Dept. of Education, Tallahassee, Migratory Child Div., Aug., 1973. ED 092 285

"Language Arts and the Migrant Child, Diagnosis and Prescription" by Sara R. Swickard, et al, Michigan State Dept. of Education, Lansing, 1969. ED 040 789

"Migrant Early Childhood Education: An Overview"; New York State Education Dept. Albany; Bureau of Migrant Education; State Univ. of New York Geneseo Coll. at Geneseo Migrant Center, May, 1976. ED 123 013

"Teacher Resource Guide for the Development of Positive Self Concept in Migrant Children"; Macro Educational Associates, inc., Buffalo, NY; State University of New York, Geneseo Coll at Geneseo Migrant Center. ED 147 081

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Two sources were of particular value in the organization of this material and so deserve special mention and thanks:

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5. Interstate Migrant Education Task Force Second Interim Report. "Finding and Recommendations", Report No. 116, Education Commission of the States, Denver, Colorado. ED 168 761

6. New York State Board of Regents, "Prekindergarten Education: A Statement of Policy and Proposed Action", Albany: The University of the State of New York. The State Education Dept. Position Paper No. 2, 1967, *in* "Migrant Early Childhood Education: An Overview."

7. Waligura, R. L. and Thompson, M., "Environmental Criteria: MR Day Care Facilities (Preschool)" *in* "Exceptional Children Conference Papers, Environmental Influences in the Early Education of Migrant and Disadvantaged Students," Council for Exceptional Children, Arlington, Va., Dec., 1969. ED 034 908

Articles cited by ED number can be obtained from your nearest ERIC Microfiche collection. For further information, contact ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (505) 646-2623.

Prepared by D. D. Seager

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MIGRANT EDUCATION

Mini Review - 06

THE MIGRANT CHILD AND READING INSTRUCTION

What are the special educational problems of the migrant child?

The migrant child brings a unique set of problems to the classroom. Usually a minority member, the migrant child is often the victim of discrimination. He frequently suffers from low self-esteem. He may be struggling with social and emotional adjustments to a new environment in the wake of another in a long series of moves. Far from being merely another bilingual student, the child may not even speak English, and if he does, often it is with limited proficiency. His education has been interrupted and he may be making further adjustments to new teachers, techniques, approaches, and materials, and to new systems at the local, district, and even the state level. It is little wonder that migrant children as a whole exhibit a disproportionately high rate of absenteeism and, compared to other school children, evidence the highest dropout rate and lowest achievement rate in most subjects.

What is being done to ease the transfer of the migrant child to a new classroom?

Many of the migrant child's problems are problems of transition and continuity. The child who attends a series of schools during the academic year has little opportunity to develop skills in any kind of sequential manner. The chances of his moving to a school in which the same materials are used are slim indeed, especially if he changes states. His new teacher may place him at an inappropriate level because he has brought no past records with him or, if he has, because she is unfamiliar with or does not understand the system from which he has transferred. In the case of reading instruction, the migrant child may repeatedly be given materials far too fundamental as each new teacher simply starts him over from the beginning. On the other hand he may receive materials far beyond his abilities and be expected to fit in with the new class. Either way, the result is negative: the child may be overwhelmingly bored or simply overwhelmed.

Some programs have been established to help maintain educational continuity and facilitate transition of the migrant child. The Migrant Student Record Transfer System (MSRTS) implemented in 1970, is a system of relay teletype terminals serving the fifty states, Puerto Rico, Guam, and American Samoa, and thereby making records available between any two schools in those areas. Records are transferred using a common format which specifies not only what but also how medical and educational information will be transferred. MSRTS also provides teachers with data regarding special programs, tests, health, and special interests, thus allowing them to formulate an idea of what the migrant student has learned, what level program should be developed for him, and his approximate achievement level.

Recent refinements in transmitting reading progress reports have made MSRTS even more useful. The enormous variety in reading programs and evaluation methods caused many record transmittal problems. A joint committee of MSRTS and U.S. Office of Education staff and directors of state migrant programs standardized the reporting of reading progress by incorporating a generic skills inventory into the MSRTS records. Because the 47 skills are basic and essential to reading, the skills represented in virtually any reading program can be related to them, thus making the report independent of classroom materials and programs. The sending teacher uses MSRTS to indicate the appropriate skill level for all pertinent reading skills, and the receiving teacher applies that information to her own program. The student benefits from instruction at the appropriate level.

The same procedure is followed to report reading ability in Spanish when a child is being taught in both English and Spanish. The Spanish report is not a translation of the English version; it is related entirely to Spanish language concepts. For more information about MSRTS contact:

Winford "Joe" Miller, Director
MSRTS
Arch Ford Education Building
Little Rock, Arkansas 72201

One migrant program utilizing MSRTS is the Parlier High School Portable Assisted Study Sequence (PASS) Program, a pilot high school program designed to support California migrant student high school graduation through the use of competency based credits and portable, self-paced learning packets.

Among the most popular courses made available by PASS are reading, English, mathematics, and U.S. history. As they migrate through the state of California, students may continue to work through the program to accumulate credits. (ED 011 386, ED 011 387, ED 011 647)

What constitutes an ideal reading program for migrant students?

Of course, no one can say for certain. But a 1976 experiment conducted in eight Colorado migrant summer schools indicated that the language experience approach, when taught by a teacher committed to the method, is significantly more effective than a conventional approach using a basal, phonics, or criterion referenced method. In the language experience approach the teacher uses an experience of some sort to establish oral discussion. The student dictates his comments about the experience, and the transcription, in the student's own words, becomes reading lesson material. The child's dominant language can be used if the teacher or aide is bilingual. The Colorado study also detected a tendency for bilingual students who read well in one language to read well in the other. This seems to support reading instruction in the dominant language since the effect of the instruction will apparently carry over to the second language.

Are there any exemplary programs specifically designed to improve reading achievement of migrant students?

Not specifically, but the following programs are of interest:

Project Catch Up is a laboratory program designed to provide remedial instruction to improve reading and/or math skills achievement of children in grades K-8 who test in the lowest quartile in the two areas. Once identified by the classroom and laboratory teachers, program participants are tested to determine individual needs, then are taught for about one-half hour per day in the lab via appropriate methods and lab materials. The program is equally effective for children in low income urban communities, rural, and middle income schools. Over the past five years, the median student has consistently gained 1.5 months in reading and math skills for each month in the program. For more information contact:

Fay Harbison
Newport-Mesa Unified School District
P. O. Box 1368
Newport Beach, California 92660

Another remedial program is "CRAM", Compensatory Reading and Mathematics Program, designed for children in grades 1-4 who are at least one year below grade level. Participating students, referred to the program by their classroom teachers, take a locally-designed criterion referenced test to determine skill deficits. The resource teacher then provides thirty minutes of daily instruction on specific skill deficits throughout the school year. Students progress at their own pace. CRAM has noticeably positive results. During 1978-1979 reading students in the second grade gained 75 Normal Curve Equivalents (NCEs); third grade students gained 65 NCEs; and fourth grade students gained 95 NCEs. Address requests for more information to:

Esther Morrison, Instructional Coordinator
Frederick County School Board Annex
3030 Valley Avenue
Winchester, Virginia 22601

Individual Bilingual Instruction (IBI) is a training system to prepare bilingual adults to teach reading and other subjects to children in preschool through grade 3. Adaptable to any bilingual population, the program was developed for Spanish/English bilinguals and is oriented towards migrants. IBI is composed of two series of training instruments, one for the trainers and the second for the children. The actual materials vary with the subject being taught. Children respond favorably to the program. For more information, write:

Dianne Barr-Cole, Dissemination Coordinator
IBI
P. O. Box 2367
Pasco, Washington 99302

What other Exemplary programs are geared to migrant students?

Project CHILD (Comprehensive Help for Individual Learning Differences) is an all-encompassing program which incorporates all possible community and other resources to meet physical, emotional, educational and social needs of migrant farm workers and rural families, seven days a week and evenings. The project consists of a 12-hour day program, an in-camp learning program, an evening educational component, a weekend program, dental and health services, and teacher and aide training programs. Student needs are assessed and subsequent learning experiences are identified. Reading skills are emphasized and evaluation based on the Wide Range Achievement Test indicates that students gain three months in reading over a five-week period. More information on this project is available from:

Gloria Mattera, Director
Geneseo Migrant Center
State University College
Geneseo, New York 14454

Needs and Objectives for Migrant Advancement and Development, or NOMAD, a program of individualized instruction for migrant students, has an academic year tutorial program, a summer school, and a family component. An integral part of the tutorial and summer components is reading, provided by certified teachers at the appropriate level for each student.

Evaluation indicates that for each month of reading instruction, students gained an average of 2.8 months. Other services provided by NOMAD are math and language usage instruction, enrichment activities, self-concept development, recreation and human resource assistance. A mobile unit used in the summer program provides support services to families at the migrant camps. More information on the program is available from:

John H. Dominguez, Jr., Director
Van Buren Intermediate School District
701 South Paw Paw Street
Lawrence, Michigan 49064

The Early Prevention of School Failure Migrant Program, adapted for migrant students aged 3-6, provides early identification and remediation of developmental learning deficiencies in order to help prevent school failure. Assessment to determine children's needs is followed by a teacher-parent program of reading and writing which includes gross and fine motor skills, visual and auditory perception, and receptive and expressive language. Achievement gains measured by three standardized instruments were statistically significant. For more information, contact:

Luceille Werner, Project Director
Peotone School District 207-U
114 North Second Street
Peotone, Illinois 60468

The Secondary Credit Exchange Program provides continuing education for secondary level migrant students who were attending school in another area but are unable to continue school because they must work. Students follow the same schedule of classes they left, and credits are transferred to the home school upon completion of the term. Classes taught by certified staff are usually individualized or conducted in small groups at a time when students can attend, such as late afternoon or evening. More information is available from:

David W. Randall, State Coordinator
Secondary Credit Exchange Program
P. O. Box 719
Sunnyside, Washington 98944

Is more information available?

Yes. "ERIC/RCS: The Migrant Child in the Elementary Classroom", by Linda Reed, is available through ERIC (EJ 177 570) and was also published in the March, 1978 issue of *Reading Teacher* (vol. 31, n. 6, pp. 730-3).

Right to Read is a national effort for developing and improving reading skills of all citizens. It is a multifaceted program of literacy needs assessment; financial aid to local education and non-profit organizations to meet those needs; information dissemination; and technical assistance in program development and implementation. Write:

Right to Read
Office of Education
Donohoe Building, Room 1167
400 Maryland Avenue, S.W.
Washington, D.C. 20202

ERIC invites authors of related journal articles, instructional materials, theses, conference papers, speeches, program reports, and other materials to submit them for inclusion in the ERIC data base. Pertinent materials may be sent to the attention of Ms. Manuela Quezada at:

ERIC/CRESS
P. O. Box 3AP
New Mexico State University
Las Cruces, New Mexico 88003

References: Information on exemplary programs courtesy NDN, the National Diffusion Network.

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ERIC/CRESS

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MIGRANT EDUCATION

Mini Review - 07

MIGRANT EDUCATION AND MATHEMATICS

A migrant child is defined as "a child who has moved with his family from one school district to another during the past year in order that a parent or other members of his immediate family may work in agriculture or other related food processing activities." ("Questions," 1971: p. 7)

Because of the double burden of poverty and migration, migrant children have been very neglected in our educational system. The migrant children have been so neglected that about 90 percent of them (according to a 1972 report) never finish school. When the 1964 Economic Opportunity Acts and the 1965 Title I Elementary and Secondary Act Migrant Amendment were passed, an attack was launched upon this problem. By June of 1974, over 1,900 projects had been funded. A sample of these programs is presented here so that several possible solutions to various problems may be observed.

PROBLEM: How can the migrant child who is not attending school be found?

SOLUTION: New Jersey has implemented a program for locating and recruiting migrant children who are not presently attending school. New Jersey administrators have hired several recruiters, each responsible for knowing every farm in his district. His job is to learn how many migrant workers are employed on each farm, what kind of work they do, and how many children there are in the camp. With all the information he can accumulate, the recruiter then compiles a profile of each child in the camp. Next, this profile is fed into the Migrant Student Record Transfer System. Of course, the recruiter must get permission from the farmer; but getting that permission is part of the job, too. The recruiter's job does not end there, however, because he also has to convince the parents and the children that it would be advantageous for the children to go to school. Last, but not least, the local school district must be prepared to accept and *teach* the child. The recruiter program is operated by a coordinator who is responsible to the Director of the New Jersey Office of Migrant Education. For further information on exemplary programs, see the following reference:

Gloria Mattera and Eric M. Steel
Exemplary Programs for Migrant Children
June 1974, 100 pp.
National Educational Laboratory Publishers, Inc.
813 Airport Blvd., Austin, TX 78702
Stock No. EC-016, Price $5.00

PROBLEM: How can a migrant child's records be maintained with his most recent progress in mathematics easily available?

SOLUTION: Because maintaining records is difficult when transferring from school to school, a new program has been devised to quickly let a teacher know where that particular student is currently located in his mathematics skills. This system is called the National Education Math Skills Information System or the Migrant Student Record Transfer System (MSRTS). This system is a computer-based data system, which keeps in its memory banks all data fed into it about migrant students' mathematics achievement. This also includes other information such as reading levels, health status, and ID number. The teacher of the migrant child can request the child's record through the local school district's terminal (as of 1974, there were 130 terminals in operation in this country). If there is no record of the child in the computer, the teacher can start one for him. However, if the child does have a record in the MSRTS, the teacher can receive a printout of the child's most recently acquired math skills by the next day. If the teacher wants all the data in the computer for this child, he need only request it. However, to eliminate unnecessary volumes of data, the teacher can put in a standing order to cover specific time periods and data that is needed for that particular part of the math course.

The coding of the math skills has been very carefully developed by committees of educators from every region of the country. The coding is intended to be cross referenced to the local school district's mathematical skill objectives. This makes it easier for the teacher to put new data into the system. More informa-

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tion is contained in the following reference.

de la Rosa, Raul and Eugene deG. Hackett
National Migrant Education Program
Math Skills Information System, January 1979, 32 pp.
National Educational Laboratory Publishers, Inc.
813 Airport Blvd., Austin, TX 78702
Stock No. EC-070, Price $3.50

For further information and/or acquisition of Math Skills Booklets contact your state director of Migrant Education or:

Winford "Joe" Miller, Director
Migrant Student Record Transfer System
State Department of Education
Little Rock, AR 72201
Telephone: 501-371-2719

PROBLEM: Without the MSRTS how can a teacher quickly locate the mathematics level at which a migrant child is currently working?

SOLUTION: The migrant child can quickly be placed in the classroom by means of locator tests. Often, a school will get an influx of 15 to 20 migrant children at one time. Diagnostic tests for this number of children is very time consuming because it needs to be done on a one-to-one basis. This is very impractical, especially if by the time these tests are evaluated the children have already transferred to another school. The Wide Range Achievement Test (WRAT) and the ZIP Test (ZT) provide quick placement within three months of the working level of the children. True, diagnostic tests will place them within two weeks of their working level and are the most accurate method; but, the key word here is *quickly*. The purpose of the two tests is to locate the instructional level of Spanish-speaking children in using math and reading books written in the English language.

The ZIP Test has a more conservative placement factor than the WRAT in reading, but they both seem to be satisfactory as math locators. "These tests are not to be used as a substitute for diagnostic tests, nor are they useful for test-retest purposes over a short period of time, like the eight weeks in the summer." (Norvall C. Scott, author)

Scott, Norval C.
Locator Tests: Useful or Ornamental?
ED 090 281*

PROBLEM: What are the mathematics curriculum needs of the migrant child? What should he be taught?

SOLUTIONS: The New Jersey Office of Migrant Education sponsored a study on the curriculum needs of the migrant child in 1972. According to the study, teachers of migrant children should try to develop the following concepts:

numerical classification	use of measurement,
counting numbers	time, linear, distance,
numeral names	liquid, and dry
less than	area
greater than	volume
equal to	space
reasoning and solving problems	use of money

There is also a list of what the study determined to be the curriculum needs of *all* children (to include migrant children). According to the study, all children should be taught to identify and name shapes, develop the concepts of set, comparison, one-to-one, one-to-many, the concept of going from concrete to abstract, addition, subtraction, multiplication, and division, the concept of place relationships, fractional parts, and cluster counting. A more complete list can be obtained from the following reference:

Badaracca, Georgianna, and Others
Pilot V Needs Assessment: A Study Conducted During the Year 1972 to Ascertain Data as the Basis of Curriculum Development for Migrant Children.
ED 091 129*

In Virginia in 1970, a study was conducted around the philosophy that exposing children to various real life situations would improve their self image and that they would gain a growing awareness about the world around them. Through these experiences, the children would have more of an interest in learning because they could see that it relates to the real world environment, not just an artificial school type of environment. Specific suggestions on how to provide this type of experience for children to help them learn mathematics are contained in the following reference:

A Curriculum Guide for Migrant Education
Virginia Beach City Public Schools, VA
*ED 049 862**

PROBLEM: Once the migrant children have been placed in school, what are some of the most effective ways that they can be taught?

SOLUTIONS: According to a study by the Ohio State Department of Education, one of the most effective ways for teaching *any* child is to have a positive attitude and a positive running vocabulary. Instant feedback is important to the learning process of a child. For example, Dr. Lola May recalled an incident from her past as a first grade teacher. She had been asking for other names for the number eight. One little girl piped up with five and one. Dr. May responded with, "Fine, Suzy! What is five and one?" Suzy said, "Five and one is six." Dr. May responded, "A rubber cigar for you! Now what is another name for eight?" ("Building Bridges in Elementary Mathematics," Dr. Lola May, p. 10) Instead of telling Suzy that she was

wrong, Dr. May said show me. In doing so she gave Suzy a chance to correct her own mistake and then proceed to give the right answer. Not once did she make Suzy feel bad that she had at first given the incorrect response. Instead she gave Suzy a chance to recover her error. A learner's feeling of success and accomplishment comes from, for the most part, the judgment of other people. Therefore, those other people who are passing judgment should keep away from the negative attitudes that interfere with the learning process. More information and specific suggestions are available through ERIC.

Partners in Learning ... Teachers and Migrant Children
ED 044 204*

Mathematics should be an integral part of the migrant child's daily life, both at home and at school. Most migrant children have backgrounds of travel and work experience that help provide the incentive and meaning to further learning in mathematics. There is a need, however, for providing concrete experiences that will make the concepts, processes, and the language of numbers clear to the student. For specific ideas on how to provide concrete experiences for the migrant student, read the following reference:

Handbook for Teachers of Migrant Children
Michigan State Department of Education, Lansing
ED 038 203*

Another way of teaching migrant children so that they will have continuity of education and be able to keep up is through the use of paraprofessionals. Migrant children are often handicapped by irregular school attendance, lack of continuity in their schooling, economic and social deprivation, and greater than average health problems. Language and cultural diversity compounds these problems. Paraprofessional assistants have been proposed to close the gap. They have been used in programs in California and other states. The paraprofessional was used both in the classroom and to tutor the student in his home. Since the majority of migrant children are Spanish speaking, most of the paraprofessionals were Spanish speaking and were able to establish a good rapport with students. Paraprofessionals included senior citizens, college students, high school students, and grade school students who were proficient in the subject being taught. All the work was coordinated under the direction of a professional teacher. A side benefit of teaching by tutoring was that it not only benefitted the student being tutored, but also the tutor. More individual attention is given to students who need it, providing a human approach to migrant students.

Frederick Brown. "The Comprehensive Tests of Basic Skills," *The Second Mental Measurement Yearbook*, Vol. 1.

Burrow, Daniel Alfred. "Summer Tutoring: An Investigation of Older Volunteer Students Tutoring Younger Students in Arithmetic Computation," *Dissertation Abstracts*, 31A: 2244; November 1970.

Castaneda, Alberto, "A Mathematics Program for Disadvantaged Mexican-American First Grade Children," *Arithmetic Teacher*, 15:413-419. May 1968.

Gartner, Alan, Mary Conway Kohler and Frank Reissman. *Children Teach Children: Learn by Teaching*. New York: Harper & Row, 1372.

"Paraprofessionals: 26 Ways to Use Them," *School Management*, 13(2); 46-48. February 1969. Glovinski, Arnold and Joseph Johns.

Keefe, John E. "Paraprofessionals: Get Them When You Need Them" *School Management* 13(2): 47-50. February, 1969.

Veaco, Leila. *The Effect of Paraprofessional Assistance on the Academic Achievement of Migrant Children*. (155 pages)
ED 086 380*

Specific suggestions and an outline for acquainting migrant children with measurement and the concept of three dimensions are contained in the following article. A very detailed outline of procedures and processes to teach the children while letting them discover things for themselves gives them a sense of accomplishment and self worth. Each area is outlined with purpose, discovery, activities, and riddles. There are some very good mathematics strategies contained here.

Suggestions for Teaching the Migratory Pupil,
Richland School District, Shaftner, CA
1967. 75 pp.
ED 024 489*

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Prepared by Valerie K. Rogers

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MIGRANT EDUCATION

Mini Review - 08

MIGRANT EDUCATION: ORAL/VERBAL SKILLS

The Migrant farm worker has for too many years been the invisible American, the resident of many states and often a citizen of none. For too many years the migrant has been ignored and neglected by Americans who have used their imagination, ingenuity and conscience to improve the lot of other disadvantaged groups . . .[13]

INTRODUCTION/BACKGROUND

Until 1965, very little, if anything, was known about the migrant workers or their children as they trekked from south to north and back, following the harvests on one of the three main migrant streams in this country.[13] Even the estimated number of children was inaccurate. It was believed that approximately 150,000 minors moved from community to community, school to school with their parents. By 1979, however, more accurate records showed that at least *600,000* children are part of the migrant stream.[4]

For too many years several misconceptions have clouded the migrant issue as well. Many people believe that migrant and Mexican are synonomous. While it is true that many migrants are Spanish speaking and that many migrant programs are Spanish-English oriented, there are other groups who comprise part of the migrant flow (Blacks in the South, Germans in the mid-West, the Native Americans in the Southwest and West - to name just a few). A second misconception that has been particularly damaging to consciousness-raising efforts in the attempt to improve their plight is the belief that most migrants are illegal aliens. The truth, in fact, is that a very small percentage of migrant workers--as few as 5% at any one time--are undocumented workers. So when migrant advocates speak of 600,000 children, they are talking about 600,000 American citizens or legal residents of the United States.[11] Another misconception surrounding migrant families is that they are a drain on community resources and give little in return to that community. Until just recently, however, the very fact that they're migrant excluded them from many available human services simply because they did not reside in a community long enough to qualify for assistance. The Departments of Human Services in many states do now make special efforts to grant assistance when possible. But the migrant still does not in any way reap a just reward for his contributions to the American economy.[11] That their children have a right to an education simply cannot be questioned.

THE PROBLEM

Obviously, however, the educational problems for the migrant child were staggering. He moved too often to be able to make friends or to form ties with a school or teachers. He was just as apt to be found working in the fields with his parents or baby sitting younger siblings as he was to be found in school. Even those who did enter the educational systems were faced with confusing, often repetitious, or irrelevant learning situations. The migrant child is usually bilingual and for too many years was tested by inappropriate means. Scoring low on tests hopelessly inadequate for measuring his true abilities, he was considered a slow learner and sometimes even ended up in special education classes. There was virtually no interstate communication system to help each school know what the migrant child needed educationally. Finally, in 1964, leaders of this country began to come to grips with this problem and state departments of education, with money available under Title I (ESEA),

1. Started to develop methods particularly relevant to the educational needs of migrant children;
2. Started programs for training teachers and migrant teacher aides;
3. Began to collect information about migrant children in an effort to meet the needs of these children through new and different instructional techniques;
4. Initiated the beginning of interstate cooperation (Herbert Wey stresses that this is a "must" in the educational program if these children are ever to reach a significant level of success).[11]

To this end, Wey went on to urge the establishment of major centers which would, among other services, provide program development and consultative services on an interstate basis. He advocated, further, a cooperation of disciplines dealing with all facets of migrant problems: communication specialists, teachers, diagnosticians, social workers, etc. Some of his ideas have become realities and migrant education is finally starting to serve the needs of its constituents. Probably one of the most important components to be added to migrant education is the Parents Council whose establishment is tied directly to funding. Parent involvement in the educational process is especially important to the migrant child since his parents may be the only true significant adults in his life.

PARENT-TEACHER ROLES IN LANGUAGE ACQUISITION

Parent involvement is essential from the perspective of language acquisition as well. Dr. Amalio Blanca, in a study discussed in the *Research Bulletin* of the Spanish Speaking Mental Health Center at the University of Southern California, expressed concern about the attitudes of bilingual mothers toward English and Spanish and how these attitudes are transmitted to the children. Since much of the theory behind approaches to language instruction for bilingual education is incorporated in teaching migrant students as well, his conclusions are pertinent to this discussion. Blanca has extended his research to Spanish speaking individuals in West Germany, focusing on the development of a sense of identity in a bicultural/bilingual context. This, of course, is the situation in which migrant children must also cope. Blanca's central idea is that "Language is not only one of the most important social behaviours, it is also an important factor in the formation of some psychic entities such as...identity."[1] This simply means--for our purposes--that the teacher charged with the responsibility of helping migrant children learn or improve verbal skills in dealing with much more than a subject area. That teacher is facing a whole set of very complex social and emotional values with which she must at least be aware. McGahan and McGahan in their handbook for teachers, *Lighting the Way*, emphasize this with their "*Master Keys for Lighting the Way for Learning.*"[7] They urge the teacher of the migrant child to:

1. Accept the child for what he is and for what he can do;
2. Know through appraisal what he can do;
3. Allay anxieties by moving in closely to the child;
4. Remember that children learn best that in which they are the most interested;
5. Present material that has a purpose;
6. Involve the child in the performance of tasks in which he feels some success;
7. Work for mastery of interrelated ideas;
8. Accept the reality that it takes time to learn and each child learns according to his own timetable.[7]

James K. Knight of the University of Texas--well-known Professor of Education--" theorized that learning takes place when a child is socially, emotionally, and intellectually ready."[7] The McGahans' add motor readiness to Knight's list. These educational tenets are somewhat complicated by the migrant child's transient status, but the development of the *National Migrant Education Programs* has gone far toward alleviating the problem. Now, a child's educational history can go with him from school district to school district so that he no longer has to repeat material already covered or miss instruction not received elsewhere. Once an atmosphere of acceptance is established, the teacher can employ various effective techniques and methods to help the migrant child increase his oral/verbal skills.

METHODS AND TECHNIQUES FOR INSTRUCTION

The Connecticut Migratory Children's Program contends that the instructional program should make every attempt not to confuse children through simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points for instruction in Spanish and English. Instructional methodology should have the English learning program "keyed" to the teaching that takes place in Spanish.[2]

Virginia Shields developed the program *Oral Expression, Remedial Speech and English for the Migrant, Grades 1-12* for the Dade County, Florida, School District. In this program, she emphasizes the "oral approach" which requires that the student's first contact with English expressions be through hearing and speech. In the early stages of learning the language, these expressions are clearly mastered so that they can be freely produced orally. After listening to and saying a given body of language content, they strengthen their control of it by practicing it in reading and writing situations.[12]

In the McGahan Handbook, *Lighting the Way*, the authors state: "Language consists of symbols written, spoken, or thought about things, places, or feelings seen or unseen. Any block, interference, or impasse to the acquirement of symbolic language can result in a learning disability. Oral language must precede the graphic."[7] They list the following activities to help teachers facilitate the mastery of oral language:

1. Read or tell stories about something that relates to the child's background or experiences. Let children tell related experience

stories. As a variation, ask children to study a picture and then tell a) what they think happened, b) how the picture makes them feel.

2. Use dramatization for helping children to learn to say . . . (new words or expressions) . . . Follow dramatization with group discussion.
3. Help the children put out a newsletter once every six weeks. . .
4. Improve limited vocabularies through field trips. Children of migrant workers need to gain skills in learning to talk to others, in having others talk to them, in listening when others speak, and in having others listen to them speak.[7]

The Headstart Indian Migrant Program Division of Las Cruses, New Mexico, is currently incorporating a new program with language emphasis into their Migrant Day Care Center. Luis Reyes, Director of the Center, reports that this curriculum design is an individualized approach geared to the verbal skill development in pre-school age children. Designed by IDRA (Intercultural Development Research Association), the focus for this program is on the individual needs of each child while still encouraging that child to retain his individuality. Even the name of the curriculum guide is encouraging: *Amanecer (A New Beginning).* Although this program is bilingual, the child is met and taught initially in his first language. If the child is Spanish speaking, he is encouraged to learn English; if he is English speaking, he is encouraged to learn Spanish as well. Occasionally, a non-English/Spanish speaking child enters the Day Care Center even in this extremely southwestern community. A variety of approaches--verbal and non-verbal--is used to communicate with him as he is helped into the mainstream of the program[11]

The Migrant Education component within the curriculum design of the Las Cruces, New Mexico, Public School District serves approximately 350 children during the school year. Mr. Joe Chaires, Director of the Migrant Student Record Transfer System for the school district, was involved in the development of the National Math Skills List for the National Migrant Program and is very aware of the special language needs of the migrant child as well. He carefully monitors testing procedures is his area and even insists that a child be tested in Spanish when necessary.[4]

PROJECTS

Following is a list of language projects that are being used in various parts of the country. Although only two are designated specifically for migrant education, it is important to remember that many techniques that are successful in general bilingual education are effective in migrant education as well.

1. *California Migrant Teacher Assistant Corps: California Mini-Corps.*
   A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers, the California Mini-Corps recruits the off-springs of migratory workers for these jobs. The Mini-Corps helps them to enroll in College and trains them to provide direct instruction services to active migrant pupils. Ultimately, this increases the pool of professional educators who are specially trained, experienced and committed to working with migrant children. (Developmental funding: USDE Title I–Migrant).[3]
2. *Confluence of Cultures for an Affluent Tomorrow.*
   Designed to attack the problem of deficiencies English performance for the Spanish-speaking child, this project stresses the need for proficiency in both languages while acknowledging English as the first language. Curriculum structure includes performance objectives for math, reading, language arts, culture and heritage. (Developmental funding: USDE ESEA Title VII).[6]
3. *Houston Independent School District Bilingual Programs.*
   A bilingual-bicultural program that provides initial instruction in the children's native language and cultural environment, the intent of this project is three-fold: to improve student self-concept by raising the status of the students' language and culture; to increase students' achievement in all content areas in English or Spanish; and to help students become fluent and literate in English. (Developental funding: USDE ESEA Title VII).[6]
4. *Modification of Children's Oral Language.*
   A special project for training staff to work with students having language disabilities, these language teaching programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. With this program, it is possible to obtain accurate pre- and post-tested measures of a student's progress in syntactical and overall expression. It also helps language-deficient individuals acquire language skills in a short period of time. (Developmental funding: USDE ESEA Title VII).[6]
5. *Project Child: Comprehensive Help for Individual Learning Differences.*
   A comprehensive program utilizing all possible community and other resources to meet physical, emotional, educational, and social needs of migrant farmworkers and

rural families, infants through adults, *CHILD* incorporates individuals, agencies, and community resources, daytime, evening and weekends. The project serves Black, Algonquin Indian, Mexican American, Puerto Rican and white rural/migrant families. (Developmental funding: USDE ESEA Title I --Migrant).[10]

CONCLUSION

These projects and programs along with the National Migrant Education Program can and are making a difference in the quality of the migrant child's educational experience. Oral skills are at the base of any educational program for these children as they learn to cope in a bilingual, bicultural environment. But as the *CHILD* Program points out: "A child's education cannot take place in a vacuum--isolated from family and community or ignoring personal and family needs that may be handicaps to learning."[10] With this in mind and the following motto on her desk, the classroom teacher can perhaps make a significant difference in the migrant child's school experience:

A Child for a Day

This may be an opportunity to help this child experience the happiest day of his entire school life. Even though he will be here for just one day, maybe his life can be made brighter for having passed this way. He will be treated as though he will be here indefinitely.[7]

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3. *California Migrant Teachers Assistant Corps: California Mini-Corps* (Project)
   Contact:
   Herbert C. White, Project Director
   Planning and Evaluation Services
   California Mini-Corps
   2100 21st Street
   Sacramento, California 95878
4. Chaires, Joe. Director
   Migrant Student Record Transfer System
   LCPS District
   Highway 28
   Mesilla, New Mexico
   (Interview)
5. *Confluence of Cultures for an Affluent Tomorrow.* (Project)
   Contact:
   Socorro A. Garza
   Alice Independent School District
   200 N. Reynolds Street
   Alice, Texas 78332
6. *Houston Independent School District Bilingual Program.* (Project)
   Contact:
   Director, Bilingual Programs
   Houston Independent School District
   3830 Richmond Avenue
   Houston, Texas 77027
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   Contact: Betty H. Igel
   Monterey Learning Systems
   900 Welch Road
   Palo Alto, California 94304
10. *Project Child: Comprehensive Help for Individual Learning Difficulties.* (Project)
    Contact:
    Gloria Mattera, Director
    Geneseo Migrant Center
    State University College
    Geneseo, NY 14554
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    Indian-Migrant Program Division
    Headstart
    HELP
    104 N. Alameda Blvd.
    Las Cruces, NM 88001
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MIGRANT EDUCATION

Mini Review - 09

AN EVALUATION OF THE MIGRANT PROGRAM

Evaluation of the migrant program is multifaceted and complicated because the program involves varied projects that touch upon many areas of migrant life. Because of his nomadic existence, the migrant encounters problems not usually associated with a more stationary life style. This, in turn, creates difficulties in evaluating the projects set up for him.

Educators face problems both in educating migrant children and in evaluating their academic achievement because the children have little continuity in their school experiences.

Formal education for the adult migrant is, in most cases, very limited. A great number of adult migrants are of Mexican American descent, and they may be non-verbal as well as poorly educated because of the language barrier. These deficiencies may keep the adult migrant from approaching and using the agencies that have been set up to help him.

Because he moves so often, the migrant may be excluded from some available services since access to those services is often dependent upon residency and eligibility.

Clearly, evaluation of the migrant program is difficult but necessary. Included here are findings of several studies and projects along with recommendations where available. Areas covered are:

1. evaluation of childhood education
2. educational programs that have worked
3. migrant population
4. adult education and income data
5. living conditions
6. migrant views on farmwork and alternative employment
7. agency-migrant communications
8. health services

Studies cited were made in New York State, Central Florida, Washington State, Texas, and by the Interstate Migrant Education Task Force and were chosen to reflect findings in different areas of the country.

EVALUATION DESIGN — AUSTIN, TEXAS

According to the Evaluation Design 1978-1979 put out by the Austin Independent School District, Texas Office of Research and Evaluation:

Activities of the Migrant Program are centered around

1. recruitment of students and parental involvement
2. an instructional program from pre-kindergarten through high school
3. a health and clothing support system

Concerning these activities, two decision questions must be answered:

1. Should the current contract procedures used with externally funded personnel be modified?
2. Should the instructional componet at each level be continued as it is, modified, expanded, or deleted?

A format for gathering information is included in the study.

The Evaluation Design further states that the evaluation of the Migrant Program has two main functions: 1) to collect and disseminate information relevant to the decision questions...and 2) to report to the Texas Education Agency through interim and final evaluation reports on how well the Migrant Program is meeting its stated objectives.

To carry out these functions, three basic types of data should be collected: needs assessment data, process data, and outcome data.

The needs assessment data includes such things as how many migrant students are enrolled in the District and where, what their achievement levels are this year, and the degree to which migrant students are being served by other compensatory programs.

Process data provides information about how well the activities proposed for the program are being implemented. Included in this category are parent and teacher questionnaires, classroom observations, and PAC meeting records.

The outcome data will indicate the extent to which the Migrant Program has had an impact on the achievement of migrant students. The California Achievement Tests and the mastery tests of the Bilingual Early Childhood Program will be the measure used. (Friedman, M., ED 164 180)

EVALUATION DESIGN - WASHINGTON STATE

Evaluating the academic achievement of migrant

children is more difficult than evaluating that of other children because of the mobility of the migrant population. According to the studies (Cox, Pyecha, and Cameron, 1976), migrant children often spend little time in a particular project and are generally not in a single project for the entire period between pre- and post-tests. Migrant children typically attend at least two schools during the year, and some attend more than that. When they are traveling, working in the fields, or needed for child care, they are not enrolled at all.

In 1976, USOE's Office of Planning, Budgeting and Evaluation contracted with the Research Triangle Institute...to develop an evaluation hand book and uniform reporting models for use by State and local evaluators of migrant education programs and by USOE staff in their analysis of State evaluation reports. Research Triangle Institute found that it was impossible to create a set of models that would...provide meaningful evaluation data at all three decision-making levels (local, State, and National). (Pyecha, et al., 1978) The reasons were detailed in several Research Triangle Institute reports:

1. Most migrant students are so mobile that it is impossible to associate them with... only one local project per year.
2. Test instruments are generally insensitive to achievement growth over short periods of time.
3. It is problematic to aggregate migrant achievement data because of variation in testing dates and time intervals between pre-testing and post-testing for migrant students, both within and between projects.
4. The highly mobile migrant students - the ones for whom the program is most important - are usually omitted from local projects evaluation due to lack of required data.
5. Even if a set of models were available for local project evaluation, it is unlikely that comparisons could be made between different projects operating for different lenghts of time, at different times of the year, and with different local objectives.

Because of these problems, Reasearch Triangle Institute decided to design an evaluation system in which the individual student, not the project, is the unit of analysis. All migrant students are to be tested annually with a standardized, norm-referenced instrument in reading and mathematics with results transmitted via the computerized Migrant Student Record Transfer System. (Cameron, et al., 1978; Pyecha, et al., 1978) There were no models developed for State and local migrant evaluation.

According to a study by Oxford in 1977, norm-referenced tests are not as effective in evaluating migrant students as are criterion-referenced tests because of the following factors:

1. underrepresentation of disadvantaged and minority students in the test development and standardization processes;
2. underrepresentation of low-difficulty test items, resulting in test insensitivity to growth of low-achieving students over time;
3. an inadequate test floor for disadvantaged and minority students;
4. mismatches between test content and project objectives;
5. test construction which is not based on a representative sample of expected learning behaviors; and
6. misinterpretation of grade equivalent scores in reporting results.

According to Oxford, criterion-referenced tests might avoid some of these problems, provide more flexibility in timing of test administration, and offer more explicit information than norm-referenced tests about what a student can or cannot do relative to specific objectives or skills.

In view of these findings, the State of Washington decided to use a criterion-referenced approach to Title I migrant education evaluation, using one of the two sets of objectives developed by the Migrant State Coordinators. The Math Skills List were installed on the computerized Migrant Student Record Transfer System so that the progress of individual students could be followed in reading and mathematics, regardless of the student's mobility. (Oxford, et. al., ED 171 181)

PROGRAMS THAT WORK

The National Diffusion Network of the Department of Education has published a list of educational programs that work. Following is a partial list of those programs and descriptions of them taken from the index. Also included is the contact person for each project.

Project CATCH-UP - California

A diagnostic/prescriptive laboratory program in reading and/or math.

Contact: Jan Harrell, Coordinator; Reading Dissemination Project Catch-Up - Keep Up; Flowing Wells Schools; 1444 W. Prince Rd.; Tucson, Arizona 85705. (602) 887-1100, ext. 232.

Project CHILD: Comprehensive Help for Individual Learning Differences - New York

A comprehensive program utilizing all possible community and other resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families, infants through adults, days, evenings, and weekends.

Contact: Gloria Mattera, Director; Geneseo Migrant Center; State University College; Geneseo, NY 14454. (716) 245-5681.

INDIVIDUALIZED BILINGUAL INSTRUC-

TION (IBI) - WASHINGTON

A training system to prepare bilingual adults to teach reading, math, and oral Spanish and English to preschool through third-grade children.

Contact: Dianne Barr-Cole, Dissemination Coordinator; IBI; P. O. Box 2367; Pasco, WA. 99302. (509) 547-8441.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) - ARKANSAS

An educational and health system for migrant children, preschool - 12.

Contact: Winford "Joe" Miller, Director; Migrant Student Record Transfer System; Arch Ford Education Building; Little Rock, AR 72201. (501) 371-2719.

MODEL CLASSROOM: Classroom Management-Washington

A classroom management system that allows each student to work within the regular classroom at his/her individual math, reading, and language achievement levels.

Contact: Sherry Avena; Model Classrooms; 1312 W. Broadway; Box 956; Moses Lake, WA 98837. (509) 765-5361.

MIGRANT POPULATION

Studies done in Western New York (Young and Whitman, ED 175 623) and in Orange, Seminole, Lake, and Sumter counties of Central Florida (Goyette, et al., ED 175 609) indicated that ethnically the migrants differed in each area. In New York, over half (57 percent) of the migrants in the sample were black; 31 percent were Puerto Rican; one was white (0.6 percent); 7 percent were Mexican-American; the remaining 3.4 percent were from other groups. Only 23 percent of the sample were female. Most of the families in which the children and the wife had come to New York State were black. Because data indicated that the major ethnic groups differed in important ways, it was suggested that each group might require different kinds of help.

The Florida study indicated a higher number of Mexican-Americans (50 percent) and women than had been assumed. As a result, the study called for more attention to language differences and increased training and work opportunities for women. It also recommended the development of interstate policies to deal with the mobility of the migrants.

LEVEL OF ADULT EDUCATION

Results of the studies in both Western New York State and Central Florida show lack of formal education to be one of the major obstacles that prevents migrants from obtaining other kinds of employment and that conceivably prevents them from utilizing available services and programs, from assisting their children in developing learning skills, and from handling their own financial concerns effectively. Both studies showed less than half of the migrants to have an eighth grade education. Forty-one percent of the migrants in Western New York had an eighth grade education or less, and 42.6 percent of the migrants surveyed in Central Florida had less than eight years of formal schooling. In the New York study, 9.8 percent of the migrants had attended twelfth grade, while in the Florida study, 14 percent had completed high school. The Florida study ascertained that many of the migrants had not attended school at all, and there were numbers who could not read, write, or do simple calculations. The New York Study showed little difference among the ethnic groups in regard to educational attainment. These percentages indicate that a substantial portion of the migrants lack the basic skills needed in most kinds of employment today.

Because of the inability of many migrants to interpret documents, figure bills, or complete agency forms, the staff of the Florida study suggested that personnel of agencies dealing with migrants should become more involved by offering help where it is needed in these areas.

FAMILY INCOME

The New York study indicated that income information, though deficient, showed that the migrants operate close to or below the official poverty level, especially in the case of the Puerto Ricans. The mean individual income was $4,037, and the mean family income for all respondents who answered was $6,006. Compared with black migratory workers, the Puerto Rican workers had about half as much individual family income. Large families tend to be relatively worse off. Almost all families had unusual and heavy expenses in moving between home and jobs at least twice a year. Yet these families do not seem to receive much financial aid from federal, state, or local sources, with the exception of food stamps.

In contrast to the New York study which found that only a minority of migrant workers reported another family member as working with them either in New York or elsewhere, the Florida study found that a majority of the respondents reported more than one member of the family did farmwork. The Florida study also showed that by individual annual income, 71.5 percent earned less than $3,000. More than half the seasonals earned $2,000 or less during the year. In the families where more than one person worked, 70.5 percent of the migrants and 51.1 percent of the seasonals realized an annual income of $4,000 or less. It was concluded that while the average income may be tolerable, a significant number of persons receive an income far below the median.

LIVING CONDITIONS

Because the complexities of evaluating housing went beyond the purpose of the New York study, no in-

formation concerning housing conditions was included in the survey. However, the Florida study dealt extensively with housing conditions. According to the study by Goyette et al., both the formal survey and informal contact between project staff and farmworkers revealed an overwhelming degree of deplorable housing conditions. The average household size was 4.8 persons, and these lived in an average of 3.5 rooms. The average monthly cost, excluding utilities, exceeded $100. Only 7 percent of the migrants and 33 percent of the seasonal farmworkers owned their own homes. For all housing surveyed, 44.2 percent was rated substandard, and 23.3 percent dilapidated (virtually beyond repair). Overall, 67.5 percent of the housing required substantial repair or removal.

The study also showed that 15 percent of the dwellings had no inside water, 34 percent were without hot water, and 27 percent were without indoor toilets.

Farmworkers themselves were generally well aware of this...inadequacy. Sixty-four percent stated a need for a better home, and 43 percent stated a need for home repairs.

The study staff recommended that the need for housing be given a high priority by state and local governments and that attention be paid to the hazards which deficient housing presents to the physical health and mental well-being, and to the care and raising of families. The staff further recommended the setting up of a construction and renovation program in which farmworkers are trained and employed. This might reduce unemployment and under-employment as well as producing better housing for migrant families.

MIGRANT VIEWS OF FARMWORK

The New York study indicated that 33 percent of the workers did not dislike anything about farmwork; 6 percent disliked everything; the majority named a specific dislike. The dislikes named by more than one worker were: a specific farm job (10 percent); missing their family (7 percent); uncertainty of work (6 percent); low pay and hard work (5 percent each; outdoor work and poor housing (4 percent each); travel, long hours, and cold or rainy weather (3 percent each); and abuse (2 percent).

Among those aspects of farm work named as liked were: travel (14 percent); pay (15 percent thought it was good); working outdoors (5 percent); weather (2 percent); and a specific farm job (6 percent)...Seventeen percent liked nothing, and 12 percent liked everything.

On the other hand, the Florida study data indicated a more negative attitude of the migrant toward farmwork. The only positive aspect of farmwork stated by a majority of the workers (58 percent) was enjoyment of working outdoors. The other most favorable responses were: enjoy changing jobs (27 percent); enjoy travel (32 percent); and work was interesting (36 percent).

On the negative side were; too much stooping or bending (71 percent); bad pay (65 percent); no toilets at work (67 percent); farm work dangerous (64 percent); and problem of poison sprays (52 percent).

TYPES OF JOBS FOR WHICH MIGRANTS WOULD LIKE TRAINING

In the New York study, a total of forty different jobs were named as jobs for which the migrants would like to train. The category named by the largest number of migrants was skilled trades, with 39 percent. Of these auto mechanic was mentioned most often. Eleven percent named various types of service jobs, 9 percent named professional or semiprofessional jobs, 6 percent named office or clerical jobs, and smaller proportions named small business, transportation jobs, or getting more general education. One percent were interested in agriculture, 3 percent said they would train for anything, and 11 percent said there was nothing for which they would like to train.

The Florida study indicated that 85 percent of all males and 93 percent of all females expressed alternative work preferences, most of which were blue collar.

AGENCY COMMUNICATION WITH MIGRANT WORKERS

Both Florida and the New York studies pointed up the problem of agency communication with the migrant workers. Both studies showed that many migrants did not have access to a telephone or to transportation and had no easy way of getting in touch with an agency even if they knew which one to call and how to call. The following statement of communication problems and specific recommendations is taken directly from the Florida study.

> Comprehensive Employment and Training Act, Adult Migrant Education Program, and Florida State Employment Service ideally have a key, cooperative role in providing educational, training, and placement services to the farmworker....However, this survey shows that this potentiality is far from being met...The conclusion can be drawn that certain services which are desperately wanted by the farmworker are obstensibly available but are not being obtained. The gap between needs and services rests on a number of factors:
>
> not knowing what service exists;
> knowing the service exists but not knowing what it provides and how to go about obtaining it;
> inability to reach the service facility due to a lack of transportation;
> difficulty in meeting eligibility requirements; and
> through experience or secondhand information, believing the service agency requires too many hassles (waiting, paperwork, running around, denigrating attitudes), gives poor service (communication problems, inappropriate referrals), or not enough aid (no jobs). (Goyette, pp. 121-122)

From interviews with program managers and questionnaires completed by support staff, the following information was gleaned:

Coordination of service delivery between existing agencies is an absolute necessity. Approximately 30 per-

cent of the 116 persons completing the resource assessment stated that either a county level or multi-county level council or committee, representing all agencies serving farmworkers that would meet weekly, monthly, or bi-monthly, would greatly improve agency services. Coordination would most assuredly be primary goal of such a committee.

Other references to coordination were as follows:

More than 5 percent of the 116 employees of FSES, CETA, and Adult Migrant Education beleived that the development of common or standardized forms for all agencies dealing with farmworkers would improve delivery of services.

Almost 5 percent of all respondents felt that a state level corrdination agency dealing with farmworkers would improve agency services.

Almost 5 percent of all respondents stated that centralizing farmworker services on a county or multi-county level would improve delivery of service.

More than 5 percent of agency personnel surveyed stated that community based service centers would improve the delivery of services to farmworkers.

Almost 5 percent of all respondents believed that mobile units which could provide farmworkers with comprehensive services in their own communities would improve delivery of services.

(In summary), persons in each of the positions from manager to support persons answered with some item of coordination as a factor in improving farmworker services.

The training of agency staff regarding problems, needs, culture and attitudes of farmworkers is perhaps the most important coordination factor. Not only should staffs be trained in the above social factors, but also in the functions and responsibilities of other service delivery agencies. Through discussions with agency employees, it has been established that many of them are not fully aware of the functions of other service agencies, even though they may refer clients to such agencies. (Goyette, p. 159)

Also included in the Florida study are three program models whilch should improve coordination of agency services. These are: a centralized, comprehensive referral and intake system; an inter-agency staff training program; and a consolidated outreach staff for all agencies serving farmworkers.

The New York study also recommended coordination:

Those working for migrants need to coordinate efforts designed to reach them...One approach that comes to mind is some kind of interagency effort to coordinate information about services, under which each camp would have a main contact person who would visit the camp often, take responsibility for getting to know the migrants, ascertain their problems, and put them in touch with the proper agency. Such a person could look at the problems of a family as a whole and would help reduce the remoteness and impersonality of agency contact.

Over and above such an effort directed at more effective utilization of services that exist, there is need for a broad assessment of agency programs as they relate to migrants - the pattern of services, the array of services, what kinds of help should be offered and are offered, what kinds (of help) migrants ...cannot make much use of or are tangential to their needs. It is not suggested that some redundancy of effort is not a useful thing...But a great deal more cooperation would still leave...room for the individual agency initiative that is a good tradition in this country.

(Additionally), in view of the fact that most migrants spend a good portion of their year at a permanent home base and that a large portion of these homes are located in a small number of states, good opportunities exist for joint program planning for migrant programs with these other states. (Young and Whitman, pp.99-100)

HEALTH SERVICES

According to a study done by the Interstate Migrant Education Task Force on Migrant Health, unavailability of accurate information pertaining to migrant health and inadequate appropriations are major obstacles to the administration of a total health care system of migrant families.

Some of the major findings of the Interstate Migrant Education Task Force were:

1. Health needs of migrants in all service areas, including preventive education, nutrition, routine dental checkups, treatment, and emergency care are critical.
2. Though there are many entities with specific mandates to serve migrant health needs, there is no clearcut leadership for development of sound policy relating to migrant health in the United States, and those needs continue to be unmet.
3. Data, programs, and related information suggesting provision of service to migrant children with special needs such as handicapped children, are largely unavailable.
4. A large percentage of the health problems identified among migrant families is attributable to unsanitary and unsafe working conditions.
5. At the federal level, migrant health care is, for the most part, provided by services through the migrant health progam.
6. Migrants are routinely excluded in most states from services available through various entitlement programs contained in Titles XIX and XX through a tangle of residency and annual income eligibility requirements. (Task Force, p.32)

On the basis of these findings, the Task Force made the following recommendations:

1. Appoint an oversight committee on migrant health. This committee would report annually on the status of migrant health to the U.S. House of Representatives Committee on Education and Labor.
2. Establish a national task force on migrant health

- to develop recommendations for the secretary of the Department of Health, Education and Welfare.

3. Continue to evaluate migrant health clinics periodically and prepare recommendations for modifications in services, funding procedures, and program administration.
4. Encourage counties and states to establish the health needs of migrant farmworkers, fishers and loggers as a priority service population, particularly as those needs can be served through Titles XIX and XX.
5. The MSRTS health records of migrant children who reside in Non-Title I project areas be made available to private physicians and migrant health clinics to promote continuity of services.
6. Migrant children be specifically listed in existing and any new health legislation.
7. Place a new emphasis on prevention in migrant health and provide resources to develop capacity to extend health care and carry out initiatives in this area.
8. Initiate a study in the areas of exceptional migrant children, including gifted, handicapped, abused and neglected, to determine what the needs are in these areas and to find out whether these needs are being met by federal, state and local programs.
9. Determine avenues whereby the agricultural and fishing industries can take a more active role in the health and welfare of migrant workers and their families.
10. Identify methods whereby national health organizations, such as the American Academy of Pediatrics and the American Medical Association, can in conjunction with federal, state and local programs, e.g., USOE Title I Migrant, Head Start, Comprehensive Employment and Training Act, Farmers Home Administration, and Title XIX and XX, foster joint planning for coordination purposes and thereby assist in resolving migrant health needs. (Task Force, pp.33-34)

Copies of this report may be obtained from:

Interstate Migrant Education Project
Education Commission of the States
Suite 300, 1860 Lincoln Street
Denver, Colorado 80295
(303) 861-4917

CONCLUSION:

Coordination is the key word that appears repeatedly in the various reports and studies. It is interesting to note that every study recommends coordination, whether of services or projects, as the prime factor to increased efficiency and workability of the migrant program.

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MIGRANT EDUCATION

Mini Review - 10

SECONDARY EDUCATION FOR MIGRANT STUDENTS

In exploring the problems of secondary migrant education, a general profile of the secondary migrant student emerges from an environment of obstacles. Indeed the migrant student is unique, for by definition he lives his life on the move. Education ranks below his more basic need to make a living. As his family struggles, insufficient income forces the student to sacrifice his education in order for him to shoulder financial burdens. Academic and vocational pursuits are not part of the average migrant family's goals.

In addition to economic and family pressures on the migrant student, he is faced with adapting to a new school, classmates, and teachers several times a year. Enrollment procedure is often complex, involving the transfer of partial credits from unfinished classes. He is set apart from others by his migrant culture. He is plagued by language problems, often unable to express his needs or communicate his feelings.

Generally, when the secondary migrant student is faced with all of the preceding pressures, he is overcome with a feeling of "hopelessness." The obstacles surround him. He too often finds dropping out of school to be the solution. He develops a "state of apathy" about education. (*Status and Familial Projections of Mexican-American Migrants and Non-Migrants: "Are Migrant Youths Different?"* Miller, Michael V., Kuvlesky, William P.; Texas A&M University)

Facing up to school requires inner strength on the part of the student, and outward encouragement from the society he lives in. With this goal — the encouragement — in mind, studies have been made to analyze the migrant student, to develop programs which will encourage the student to reap the education to which he is entitled.

The following studies have produced insights and information about the secondary migrant student in various areas of the United States.

In 1978, a study was published which focused on factors influencing the migrant high school student's decision to graduate or drop out. The study was conducted in Chico, California. Subjects were 24 drop-outs and 22 graduates. As noted earlier, "family need" was the predominant factor in the decision to drop out. Only half of the drop-outs felt they had the support of their families for their education. Of these same students, only 25% had siblings who had graduated. The drop-outs had frequent family problems, such as divorce, sickness and death. The graduates interviewed had fewer family-oriented problems.

As far as their attitude toward school went, the drop-outs had negative feelings toward teachers and classes. The one aspect of school to which they responded most favorably was the social life.

The conclusions of this study were expressed in suggestions for encouraging drop-outs to return to school. The study proposed the following efforts:

1. Better relationship between teacher and migrant student
2. Encouragement to participate in school activities
3. Special activities to include the migrant student
4. "English as a second language" programs
5. Migrant Education staff members to counsel migrant students

Although so many of the drop-outs were overwhelmed by the problems in school, 92% felt that graduation was important to a successful future. (*Factors Influencing Migrant High School Students to Drop Out or Graduate from High School*, Nelken, Ira; Gallo, Kathleen; Nelken (Ira) and Associates, Inc., Chico, California, July, 1978)

In 1973, a study of Mexican American migrant high school students was made in south Texas. The subjects were 67 male and 53 female migrants, and 99 male and 139 female non-migrants. This study did not include drop-outs. The students expressed an apathy toward education. However, they did have a unanimous desire to eventually graduate from high school and go on to college. This rather surprising attitude was expressed regardless of migrant status or sex. Migrant status did not seem to separate the job aspirations of either group. However, female migrants had lower expectations than female non-migrants. There was a general impression that all of these students seemed to feel higher education would be valuable, yet

not feasible. Consequently, they were not highly motivated to excel in high school. (*Status and Familial Projections of Mexican American Migrants and Non-Migrants; Are Migrant Youths Different?* Miller, Michael V. and Kuvlesky, William P., Texas A&M University)

In 1973, a study was made of Appalachian migrant high school students in the Cincinnati Public schools. The subjects were eighth graders.

The Appalachian migrant is particularly characterized by certain traits which set him apart from the urban society to which he migrates. Whereas the urban environment is time-oriented, organization-conscious, and characterized by casual peer group friendships, the Appalachian environment is quite different. There is an extremely strong sense of individualism, and traditionalism. The Appalachian migrant student is characterized by self-reliance and loyalty to his family, rather than being peer-group oriented.

Consequently, this migrant student turns inward in reaction to the urban high school. His attitude toward classes is neutral; he does not participate in classroom discussion or school activities. His parents shy away from involvement with the school. Where conflict exists, the student retreats. His reaction to blacks is fear, for the blacks often display aggressiveness which is foreign to Appalachian ways. The Appalachian migrant has seen few blacks in the mountains, and yet he encounters many of them in the urban high school.

Because of their reticent nature, these migrants are often neglected. This study makes an appeal to recognize this group, to provide programs and counseling to assist them to a more comfortable and less neutral attitude toward school. (*Appalachian Migrant Students in Cincinnati Public Schools*, Wagner, Thomas E., July, 1973)

In order to combat the obstacles which cause the migrant student so much difficulty, various programs have been tried throughout the country. A sampling of these programs will be explained briefly.

Portable Assisted Study Sequence (PASS), Hollister, California:

This program was one response to ESEA Title I, Public Law 89-10 and Public Law 89-750. PASS is a pilot correspondence course designated to assist the Statewide School Dropout Prevention Program for Migrant Students in California. Under the Master Plan for Migrant Education, the following goals were set up:

1. Development of a migrant education program
2. Authorization of local projects
3. Regulation of migrant education projects
4. Evaluation of migrant education projects

California was dealing with over 80,000 migrant children between the ages of 3 and 17. At best, 10 of 100 were expected to graduate. Because of the frequent moves of migrant families, a serious problem existed in coordinating student records. PASS attempted to create correspondence packages (80 credits in 12 subjects) whereby a student could obtain partial credit for completion of a unit, and thereby make up deficiencies when his schooling was interrupted.

The program met with some success when, in 1978, 578 students enrolled in the program and 526 received full or partial credit from the courses. Twelve dropped out of the program. Certified counselors or teachers served as contact persons. These contact persons submitted a "student learning plan" and a PASS enrollment form for the student. A student who was moving within California had his records transferred for him, and he was free to call the PASS counselor on the telephone when he encountered difficulties.

Language was a major stumbling block for many of the students who participated. Some of the packets were bilingual. In the future, the program was to provide cassettes and other aids to develop language skills.

The most utilized courses were general math, American government, US history, reading and English.

In evaluating the PASS program, it was felt that the program should have targeted to an even greater degree the migrant population. It was also felt that the courses should meet statewide graduation proficiency requirements, and perhaps even nationwide requirements.

(*Parlier High School PASS Program, 1978 Report, Portable Assisted Study Sequence;* Lynn, James J.; Woltz, Dan; Cybernetic Learning Systems, Hollister, California, January, 1979)

(*PASS;* Foshee, Jane E.; Parlier Unified School District, California, 1978)

Special Secondary Impact Program, Chico, California, 1978:

This program provided counseling, part-time jobs and other help to keep the migrant student from dropping out of high school. Fourteen target schools were used, and corresponding schools were studied to obtain a comparison. The pairings of schools were based on population, size, population of migrants, and geographical, social, and economic similarities.

Advisors in target schools worked closely with the migrant students, giving counseling in personal aspects of life, as well as academic advice. The students who were picked for the program were always migrants, with drop-outs taking priority. Migrant students with low grade points were also included. There was help with basic life situations, such as filling out job applications and conducting job interviews.

During the three years this program was in operation, the target schools had a greater percentage of mi-

grants graduating. There were also more migrants taking college prep courses. And, female migrants enrolled in more vocational classes than did in the corresponding schools. (*Final Report - Secondary Impact Study;* Nelken, (Ira) and Associates, Inc., Chico, California, 1978)

Secondary Credit Exchange, Washington, 1970:

This program was instituted in the state of Washington under ESEA Title I. The program centered on providing late afternoon and evening classes for migrant students. The goals of the program were:

1. Recruiting secondary migrant students who would not otherwise enroll
2. To re-enroll migrants in afternoon or evening classes in order to correct deficiencies in credit
3. To correlate the migrant's schedule while in the program

The subjects involved generally migrated between Texas and Washington, and the graduation requirements in the two states are similar. This program has always had a Parent's Advisory Council. One weakness of the program has been inadequate staff training to deal with the migrant.

Funding for the project was made available (under Title I) from the Washington State Superintendent of Schools. Money was provided for curriculum, materials, staffing, facilities, locating and recruiting students, and record-keeping.

While the national average of migrant students entering high school was 11%, Washington had an average of 35% at the time of this report.

(*Secondary Credit Exchange ESEA Title I Migrant Program Description;* Randall, David W.; Washington Office of the State Superintendent of Public Instruction, Olympia, Migrant Education Program, 1977)

Texas Migrant Educational Development Center, 1968:

At the time this program was started, only 14% of 6,500 migrant students were enrolled in the upper six grades of public schools. The center was established in response to these statistics, and goals were set to research and evaluate migrant secondary education. Program planning and program management were instituted at the center. An adaptation of the Sufflebeam-Guba Context-Input-Process-Product model (CIPP) was used.

Problems uncovered by the program included: irregular attendance, inadequate scheduling of classes, placement, language, cultural differences, teachers not attuned to migrant problems, peer group pressure, community prejudice, established policies, and economic problems.

Possibilities for solutions which surfaced were:

1. Equal representation of both cultures in personnel and policy-making groups
2. Parent-community involvement
3. Special instructional programs and materials
4. Bilingual and bicultural education
5. Better law enforcement
6. Better training for teachers
7. Vocational training programs
8. Financial aid to student and family

The study proposed the following strategies:

1. Secondary experience which is directly related to vocational opportunity
2. Guidance for the college-bound student
3. Remedial instruction for the student who is lagging behind.

(*Alternate Strategies for Migrant Secondary Education,* Texas Migrant Educational Development Center, January 15, 1969)

High School Equivalency Program at the University of Southern Florida, 1968:

In 1968, a High School Equivalency Program was instituted at the University of Southern Florida to provide high school drop-outs from migrant families a high school equivalency degree. The subjects in this study were 40 students, mostly black.

The students were moved into dormitory surroundings, and boarded on the premises. Small stipends were given to the students. According to the article, funding was short and the students were cramped; and yet it was felt that the students benefited from the program. In addition to classes, the students were exposed to situations which would prepare them to move into "middle-class structure." Speech and language skills were emphasized.

The program was funded under "HEP," a Federal government program (High School Equivalency).

(*New Road for Young Migrants;* Orsini, Bette; March, 1968, Southern Education Report, v. 3, n. 7)

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Sources for filmstrips for secondary migrant education:

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35 W. 45th Street
New York, New York 10036 (free consultation)

Easy Aids, Inc.
256 South Robertson Boulevard
Beverly Hills, California 90211

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